

Language Arts Curriculum

Grade 3

Curriculum Contributors:

Michele Araujo

Kimley Davis

Acting Superintendent: Dr. Debra Sheard

Revision Committee

Acting Director of Curriculum & Instruction:

Dr. Sharon Festante

Supervisor: Lois Bohm

Board of Education Approved:

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement

gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Hillside Township School District

Third Grade

LITERATURE INTRODUCTION	
Timeline: September - June	
Key Ideas and Details	
<p>Enduring Understandings:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NGSS 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>TECH.8.1.5.A.3 - [<i>Cumulative Progress Indicator</i>] - Use a graphic organizer to organize information about problem or issue</p> <p>CAEP.9.2.4.A.4 - [<i>Standard</i>] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Essential Questions:</p> <p>How can analyzing text details help you make inferences and connections? Can you identify text evidence to support conclusions drawn the text? What conclusions can be drawn from the text?</p> <p>What is the theme of the story?</p> <p>What details help you describe how the character develops from the beginning to the end of the story?</p> <p>How are the characters in the story alike or different from people in your community?</p>
Student Learning Objectives:	

<ul style="list-style-type: none"> ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. ● Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Participate in pair/share activities to demonstrate text understanding ● Retell stories using websites ● Describe a story character's feelings, motivations or traits in a journal/learning log as a response to a writing prompt ● Engage in Reader's Theatre to deepen understanding of story elements ● Generate oral/written book reports ● Facilitate literature circles ● Use graphic organizers to create visual presentations of story elements ● Write a script that performs a myth ● Ask the rest of the class to determine the moral or lesson of each reader's theater presentation. <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● www.eduhound.com ● www.readwritethink.org ● http://www.kerpoof.com/ ● Girls Rock Science ● Math World Problems ● Career Exploration through leveled text

Craft and Structure Timeline: September - June	
Enduring Understandings: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. CAEP.9.2.4.A.2 - [<i>Standard</i>] - Identify various life roles and civic and work - related activities in the school, home, and community TECH.8.1.5.A.3 - [<i>Cumulative Progress Indicator</i>] - Use a graphic organizer to organize information about problem or issue	Essential Questions: How can words and phrases be used to convey meaning in a text? What details help you make inferences about character and the main events of the plot? How do I analyze the text structures and features? How does the point of view of the story shape the content and style of a text? What inferences can be made from the story events?
Student Learning Objectives: <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from no literal language. ● Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ● Distinguish their own point of view from that of the narrator or those of the characters. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Participate in pair/share activities to determine their point of view of a story 	<ul style="list-style-type: none"> ● www.eduhound.com ● www.readwritethink.org ● http://www.mythweb.com/teachers/tips/tips.html

<ul style="list-style-type: none"> ● Compare/contrast a personal point of view with that of an author or character(s) ● Record in a journal/learning log how the parts of a story effect the story using appropriate vocabulary ● Engage in Reader's Theatre ● Generate oral/written book reports ● Facilitate literature circles ● Use graphic organizers to outline the parts of literature (Ex. The stanza, alliteration and rhyme scheme in a poem) <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● www.creative-writing-now.com ● http://www.studyzone.org/testprep/ela3.cfm ● http://www.readworks.org ● Girls Rock Science ● Math World Problems ● Career Exploration through leveled text ●
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Integration of Knowledge and Ideas Timeline: September - June	
<p>Enduring Understandings:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Essential Questions:</p> <p>How can illustrations and words in a print or digital text help with the understanding of its characters, settings or plot?</p> <p>What evidence can you provide that will connect to the reasons and validity of the argument stated?</p>

<p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>TECH.8.1.5.B.1 - [<i>Cumulative Progress Indicator</i>] - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>CAEP.9.2.4.A.1 - [<i>Standard</i>] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>How are the events or characters in this story alike or different from those in other stories you know?</p> <p>How are the character's in the story achieve personal and professional goals?</p>
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> ● Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>). ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Participate in pair/share activities to contrast story plots ● Compare/contrast using a graphic organizer the plots of two stories by the same author ● Create a Venn Diagram to show similarities and differences between the themes, settings or plots of two stories by the same author ● Record in a journal/learning log how the illustrations in a story enhanced the mood ● Engage in Reader's Theatre 	<ul style="list-style-type: none"> ● www.eduhound.com ● www.readwritethink.org ● http://www.mythweb.com/teachers/tips/tips.html ● www.creative-writing-now.com ● http://www.studyzone.org/testprep/ela3.cfm ● http://www.readworks.org ● www.kidsbookshelf.com ● www.teachingbooks.net ● www.eduscapes.com ● Career Exploration through leveled text

<ul style="list-style-type: none"> ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● https://www.storyboardthat.com/
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Range of Reading and Complexity of Text	
Timeline: September - June	
Enduring Understandings:	Essential Questions:

<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>TECH.8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p>	<p>Are you able to read on grade level with an appropriate reading rate with a high percent of accuracy?</p> <p>Are you a fluent reader?</p> <p>Are you able to identify the genre of a selection and explain why?</p> <p>Are you able to read a variety of genres and recognize its text features?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Act out plays in Reader's Theatre Read a variety of different genres and recognize text features <p>Assessments:</p> <ul style="list-style-type: none"> New Jersey Student Learning Assessment Tests/Quizzes Observation Checklists Anecdotal Notes Developmental Reading Assessment (DRA2) 	<ul style="list-style-type: none"> www.readwritethink.org http://www.readworks.org www.kidsbookshelf.com www.teachingbooks.net http://cybraryman.com/reading.html

Timeline: September - June	
Key Ideas and Details	
<p>Enduring Understandings:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue</p> <p>CAEP.9.2.4.A.1 - [<i>Standard</i>] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>CAEP.9.2.4.A.2 - [<i>Standard</i>] - Identify various life roles and civic and work - related activities in the school, home, and community.</p> <p>NGSS 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p>	<p>Essential Questions:</p> <p>How do the details relate to the topic and/or main idea of the selection?</p> <p>How do I determine the main idea in a text? How do I identify relevant details?</p> <p>Can you generate a connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text?</p>

Student Learning Objectives:	
<ul style="list-style-type: none"> ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. ● Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Participate in pair/share activities to demonstrate text understanding ● Generate oral/written book reports ● Use graphic organizers to outline the main ideas and details that support a text ● Record in a journal/learning log how historical events, scientific ideas or concepts, or steps in a procedural text are related using specific vocabulary <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● www.eduhound.com ● www.readwritethink.org ● http://www.kerpoof.com/ ● http://bookflix.scholastic.com ● Career Exploration through leveled text.

Craft and Structure	
Enduring Understandings: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and	Essential Questions: How can you monitor or clarify your reading? What can you use to locate information in a text? What is the author's purpose in writing in this selection?

<p>figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Good readers make inferences about character and story events that are not directly stated.</p>	
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific and phrases in a text relevant to a grade 3 topic or subject area. ● Use text features and search tools (eg., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ● Distinguish their own point of view from that of the author of a text. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Participate in pair/share activities to determine their point of view of a text ● Record in a journal/learning log phrases from a text and analyze the meaning of the phrases in the text ● Generate oral/written book reports <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Exit Slips 	<ul style="list-style-type: none"> ● www.eduhound.com ● http://bookflix.scholastic.com ● http://home.roadrunner.com/~EXCELLENCE1/Text%20Structure%20Text%20Features.htm

<ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes 	
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Integration of Knowledge and Ideas	
Enduring Understandings:	Essential Questions: How does the visual information clarify the text?

<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CAEP.9.2.4.A.4 - [<i>Standard</i>] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>What important reasons does the author use to explain his points?</p> <p>What evidence did the author present to support the text?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> ● Use information gained from illustrations (e.g., <i>maps, photographs</i>) and the words in a text to demonstrate understanding of the text (e.g., <i>where, when, why, and how key events occur</i>). ● Describe the logical connection between particular sentences and paragraphs in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>). ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Compare/contrast using a graphic organizer the key points and details of two texts on the same topic 	<ul style="list-style-type: none"> ● www.eduhound.com ● http://bookflix.scholastic.com

<ul style="list-style-type: none"> ● Outline in order the main idea of each paragraph of the text and supporting details ● Record in a journal/learning log to record answers to comprehension questions ● Utilize diagrams in information texts to answer comprehension questions ● Engage in Reader's Theatre ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● http://home.roadrunner.com/~EXCELLENCE1/Text%20Structure%20Text%20Features.htm ● www.scholasticnews.com ● www.brainpop.com
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Range of Reading and Level of Text Complexity	
Enduring Understandings: Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	Essential Questions: Can you read and comprehend a variety of informational texts? What did you learn by reading this selection?
Student Learning Objectives: <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Read a variety of different genres and recognize text features Recognize the purpose of a non-fiction text Assessments: <ul style="list-style-type: none"> New Jersey Student Learning Assessment Tests/Quizzes Observation Checklists Anecdotal Notes Developmental Reading Assessment (DRA2) 	<ul style="list-style-type: none"> www.readwritethink.org http://www.readworks.org www.kidsbookshelf.com www.teachingbooks.net http://cybraryman.com/reading.html www.scholasticnews.com www.brainpop.com

READING FOUNDATIONAL SKILLS - INTRODUCTION	
Phonics and Word Recognition	
<p>Enduring Understandings: Students will understand and apply phonics and word analysis skills to decode unfamiliar words. Students will use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Students will use and apply context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. Students will interpret new words correctly in context.</p>	<p>Essential Questions: How do I identify analyze prefixes, suffixes, and root words? How do I identify meanings of unknown words and phrases? What strategies can you use to decode an unknown word?</p> <ul style="list-style-type: none"> ● Multi syllable words ● Common Latin suffixes ● Common prefixes and derivational suffixes <p>Can you read grade level appropriate irregularly spelled words?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multi syllable words. ● Read grade- appropriate irregularly spelled words. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Categorize and classify words based on prefixes and suffixes. ● Create lists of words with common Latin suffixes in learning log/journal ● Improve spelling through use of student generated spelling lists of difficult words in learning log/journal ● Use reading fix-up strategies to determine unknown words and their meanings <p>Assessments:</p>	<ul style="list-style-type: none"> ● https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive

<ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) 	
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READING FOUNDATIONAL SKILLS	
FLUENCY	
<p>Enduring Understandings: Students will read at an appropriate rate with accuracy, fluency and expressions to support comprehension. Students group words quickly to help them understand what they read. Students read aloud in ways that reflect understanding of proper phrasing and intonations. Students will read silently for the purpose of increasing speed, accuracy, and reading fluency. Students can apply self- correcting strategies to decode and gain meaning from print both orally and silently.</p>	<p>Essential Questions: What does reading fluently and accurately sound like? What does reading with expression sound like? Can you read silently for long periods of time? Are you able to apply self – correcting strategies to decode and gain meaning from print.</p>
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Students partner read to monitor each others reading ● Participate in small group guided reading activities such as whisper reading, partner reading and shared reading in order to improve comprehension ● Select a grade-level appropriate poem to present to the class modeling appropriate rate and expression ● Encourage students to ask their classmates any questions about their respective inventions in order to clarify their understanding. ● <p>As Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment 	<ul style="list-style-type: none"> ● www.readwritethink.org ● http://www.readworks.org ● http://cybraryman.com/reading.html ● www.brainpop.com ● http://cybaryman.com/technologylinks.html ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com

<ul style="list-style-type: none"> • Tests/Quizzes • Observation • Checklists • Anecdotal Notes • Developmental Reading Assessment (DRA2) 	
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WRITING – INTRODUCTION	
Timeline September - June	
Text Types and Purposes	
<p>Enduring Understandings:</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>TECH.8.1.5.B.1 - [<i>Cumulative Progress Indicator</i>] - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>TECH.8.1.5.B.CS2 - [<i>Content Statement</i>] - Create original works as a means of personal or group expression.</p>	<p>Essential Questions:</p> <p>How do I write my opinion and utilize supporting evidence?</p> <p>Why is it important to use sequenced events, rich supporting details, and transitional words and phrases?</p> <p>What sources can you use to find information on your topic?</p>
Student Learning Objectives:	
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> ● A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ● B. Provide reasons that support the opinion.

	<ul style="list-style-type: none"> ● C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● D. Provide a conclusion. Provide a concluding statement or section. <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> ● Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. ● B. Develop the topic with facts, definitions, and details. ● C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ● D. Provide a conclusion <p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> ● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ● B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ● C. Use temporal words and phrases to signal event order. ● D. Provide a sense of closure.
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Respond to writing prompts in learning logs/journals to various prompts of either an opinion, informative or narrative style of writing ● Compose opinion pieces about a school rule or event ensuring the use of phrases, linking words, and a conclusion ● Convey through an explanatory text a topic using various sources of literature as evidence ● Writing a narrative to convey the events of a longer period of time (a summer vacation, a year of life, etc.) <p>Assessments:</p>	<ul style="list-style-type: none"> ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com

<ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	
Production and Distribution of Writing	
Enduring Understandings: Good writers plan and draft independently and resourcefully. Good writers revise drafts to improve the organization and consistency of ideas within and between paragraphs. Good writers edit to correct errors in spelling, punctuation, etc. Good writers draft and publish using technology.	Essential Questions: What strategies and techniques can you use to improve your writing? How can you collaborate with your peers to improve your writing? What type of technology can you use to produce and publish your writing?
Student Learning Objectives:	
<ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (<i>Grade- specific expectations for writing types are defined in standards 1-3 above</i>). ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Publish writing pieces for presentation ● Participate in peer editing to improve writing 	<ul style="list-style-type: none"> ● www.writingfix.com ● www.unitedstreaming.com

<ul style="list-style-type: none"> ● Mini-conferences with the teacher and writing groups to explore strengths and weaknesses in writing ● Utilize websites and the computer to publish pieces to online mediums and prepare printed pieces for review ● Use a website such as Kerpoof to generate a published online story complete with illustrations and sharing capabilities <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.slideshare.net ● http://www.kerpoof.com/ ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com
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Research to Build and Present Knowledge	
<p>Enduring Understandings:</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Questions:</p> <p>What sources can you use to find information on your topic?</p> <p>As authors, how can we use research?</p> <p>Why is it important to take notes on sources and sort evidence into provided categories?</p> <p>How can you use the results of your research to report information on various topics?</p>
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Conduct short research projects that build knowledge about a topic. ● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Generate a research project on a topic such as an author study, animal, or historical event ● Present research projects to peers 	<ul style="list-style-type: none"> ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm

<ul style="list-style-type: none"> ● Gather information from various sources (both print and digital) to incorporate into their research and knowledge base ● Practice note taking in learning logs/journals ● Complete a graphic organizer after finding information on predetermined categories through various sources <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.slideshare.net ● http://www.kerpoof.com/ ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com ●
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Range of Writing Timeline - September - June	
Enduring Understandings: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. TECH.8.1.5.B.1 - [<i>Cumulative Progress Indicator</i>] - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. TECH.8.1.5.B.CS2 - [<i>Content Statement</i>] - Create original works as a means of personal or group expression.	Essential Questions: Are you able to complete writing pieces within a specific time limit. Can you compose pieces for a variety of audiences (peers, adults, internet, etc)?
Student Learning Objectives:	
<ul style="list-style-type: none"> Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline- specific tasks, purposes and audiences. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> Respond to writing prompts in learning logs/journals to various prompts within a specific time limit 	<ul style="list-style-type: none"> www.writingfix.com www.slideshare.net http://www.kerpoof.com/

<ul style="list-style-type: none"> ● Compose pieces for a variety of audiences (peers, teachers, adults, internet, etc.) ● Students select a topic of choice and determine the appropriate style of writing and audience for their work during writer's workshop ● Guide students to create posters for their proposition. Instruct them to write a speech and a radio ad in which they clearly state their proposition and reasons why people should vote for or against it. <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● New Jersey Assessment of Skills and Knowledge (NJASK) ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com ● Career exploration through leveled text
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SPEAKING & LISTENING INTRODUCTION	
Timeline September - June	
Comprehension and Collaboration	
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>Essential Questions:</p> <p>Why is it necessary to work and discuss in collaborative groups?</p> <p>Why is paraphrasing of various sources important to comprehend a given text?</p> <p>Why is it important to identify the main and supporting details?</p> <p>Why is it important to be able to clearly present a report on a given topic?</p>

<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>TECH.8.1.5.C.CS1 - [<i>Content Statement</i>] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media</p>	<p>Why is it important to include multimedia components in presentations?</p> <p>Why is it important to be able to identify differences between formal and informal “English”?</p>
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. ● Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ● Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). ● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● Explain their own ideas and understanding in light of the discussion. ● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Work in partners and group settings on building upon ideas that are presented to the group in a collaborative and supportive way ● Ask questions when clarification is needed or explain their own thoughts and ideas more clearly throughout a discussion ● Participate in an author's chair to provide feedback and ask questions about a student's writing ● Discuss a topic provided by the teacher that can be controversial to practice sharing ones opinions and experiences in an effective manner ● Conduct daily classroom meetings to share events outside the classroom to build community and encourage communication ● Perform a story in front of the class, and record. Remind students to speak at an understandable pace. <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● My IStory - application for Ipad/Iphone ● www.writingfix.com ● www.slideshare.net ● http://www.kerpoof.com/ ● http://voicethread.com ● http://www.kidsclick.org ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com ● Career exploration through leveled texts

LANGUAGE INTRODUCTION	
Timeline: September - June	
Presentation of Knowledge and Ideas	
<p>Enduring Understandings:</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>TECH.8.1.5.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.</p> <p>TECH.8.1.5.B.CS2 -Create original works as a means of personal or group expression.</p> <p>TECH.8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p>	<p>Essential Questions:</p> <p>How can we share ideas effectively?</p> <p>How can you use digital media and visual displays of data to enhance presentations?</p>
Student Learning Objectives:	
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	

Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Engage in “Do Now” requiring the editing and revising of sentences with errors ● Practice editing skills in Writers’ Workshop with their own writing and that of their peers ● Present written reports in oral form ● Revise sentences to include more complex structure and improve quality of writing ● Create a radio ad to support an idea. <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.writingfix.com ● http://www.vocabulary.co.il/ ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com

LANGUAGE INTRODUCTION	
Timeline: September - June	
Conventions of Standard English	
<p>Enduring Understandings:</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Essential Questions:</p> <p>How can you use grammar correctly when writing and speaking?</p> <p>Can you demonstrate command of the convention of Standard English when writing or speaking?</p>
Student Learning Objectives:	
	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ● Explain the function of nouns, pronouns, verbs, adjectives in general and their functions in particular sentences. ● Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g. <i>childhood</i>). ● Form and use regular and irregular verbs. ● Form and use simple (e.g. <i>I walked</i>; <i>I walk</i>) verb tenses. ● Ensure subject –verb and pronoun- antecedent agreement.

	<ul style="list-style-type: none"> ● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ● Use coordinating and subordinating conjunctions. ● Produce simple, compound, and complex sentences. <ul style="list-style-type: none"> ● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ● Capitalize appropriate words in titles. ● Use commas in addresses. ● Use commas and quotation marks in dialogue. ● Form and use possessives. ● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). ● Use spelling patterns and generalizations (e.g. <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● Choose words and phrases for effect. ● Recognize and observe differences between the conventions of spoken and written Standard English.
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Engage in “Do Now” requiring the editing and revising of sentences with errors ● Practice editing skills in Writers’ Workshop with their own writing and that of their peers ● Present written reports in oral form ● Revise sentences to include more complex structure and improve quality of writing <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation 	<ul style="list-style-type: none"> ● www.writingfix.com ● http://www.vocabulary.co.il/ ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com

<ul style="list-style-type: none"> ● Checklists ● Anecdotal Notes ● Writing Rubric 	
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Knowledge of Language	
Enduring Understandings: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Essential Questions: Are you able to recognize the difference between the convention of spoken and written standard English?
Student Learning Objectives: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written standard English.	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Create a personal dictionary of new words that students encounter ● Utilize both print and digital resources to find the meaning of words and phrases ● Categorize/Classify words based on their prefixes, suffixes and root words 	<ul style="list-style-type: none"> ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.kahoot.com

<ul style="list-style-type: none"> ● Utilize print and digital thesaurus to replace overly-used words ● Utilize a chart to tally the number of times students in a class utilize vocabulary words in writing or spoken compositions and conversations correctly <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.quizizz.com ● www.digitalreadworks.com
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Vocabulary Acquisition and Use	
<p>Enduring Understandings:</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Essential Questions:</p> <p>What tools can we use to determine or clarify the meanings of words?</p> <p>How do I determine the correct meaning of words that have multiple meanings?</p> <p>How can I identify and analyze prefixes, suffixes and root words?</p>
<p>Student Learning Objectives:</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p>	

- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Create a personal dictionary of new words that students encounter ● Utilize both print and digital resources to find the meaning of words and phrases ● Categorize/Classify words based on their prefixes, suffixes and root words ● Utilize print and digital thesaurus to replace overly-used words ● Utilize a chart to tally the number of times students in a class utilize vocabulary words in writing or spoken compositions and conversations correctly <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.kahoot.com ● www.quizizz.com ● www.digitalreadworks.com

